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17. ABSTRACT (MAX. 250 WORDS) Syracuse City School District Syracuse, New York

Project ABLE, a state-wide program to provide better educational services for culturally disadvantaged students, was adopted by an inner-city junior highschool in Syracuse, New York. Special staff used were: instructional specialists, a reading clinician, an audio-visual coordinator, a school social worker, a vocational and placement coordinator, and guidance counselors. The basic techniques used to improve the educational opportunities of these disadvantaged youths were: active student participation in the classroom, team planning, a non-graded system, group guidance, intensive individual counseling, parent conferences, field trips, cultural programs and student self-concept development.

The program complemented course study in a number of ways. Remedial and developmental reading was taught in all three grades(7th, 8th and 9th). Two areas, speech and music, involved specialists who met periodically with students. Students were grouped according to ability level in writing classes. Assemblies, awards, clubs, and cultural experiences were used to enhance students' self-concepts.

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P R O J E C T A B L E

FEBRUARY 1965

Miss Eleanor Kennedy Mr. Joseph Bongo
Co-Directors

Dr. Franklyn Barry
Superintendent of Schools

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MADISON JUNIOR HIGH SCHOOL ABLE REPORT

I. The clientele of the Madison Junior High School

This school is located on the edge of the 15th Ward of Syracuse. This is a depressed area. An Urban Renewal Program is in process and many houses and apartment houses have been torn down in the area. Most of the people who live in this area would be classed in the low income group. The population of the area is mainly non-white.

Learning for these "inner city" children is typifilled by the following:

1. Low educational values
2. Minimum terminal and formal education
3. Large number of one parent families
4. Number of "latch-key" children due to parent(s) working
5. Large number of families receiving welfare payments
6. A number of ADC cases
7. Good deal of mobility-though this has decreased due to Urban Renewal project

The area that the school serves has a high delinquency rate, the largest group of people in the chronic unemployment category, and the concomitant problems that are found in amixed racial area.

To the educator, this entails solving problems -or attempting to solve problems - dealing with the underpriviledged, the deprived, and the alienated. Personal and social relationships also add problems to the overall situation.

II. The Able Project at Madison School

In January 1961 the first Able group was started in the 7th. grade. Now there are three Able groups - 7th.(19 students), 8th.(21 students), and 9th.(21 students). The total number of children in the Able classes is 61. There are 61 students in the Control Group*. The criteria used included:

1. An IQ of 100 on the CTMM, which has a language and a non-language factor for deviding IQ.
2. A retarded reading level of more than one year
3. Teacher evaluation of the individual students' functioning in class
4. Subjective evaluation of the child's ability by the counselor

It is the purpose of the school with the assistance of the Able Project to improve the educational opportunities for culturally disadvantaged children and to bring them up to their potential for learning.

III. Extra Staff and Services

The following staff members and services are used with the Able groups to increase educational opportunity and increase learning potential.

A. The Administrative Organization

The prinicipal of the school, Mr. Joseph Bongo, is the chairman of the Able committee in the school. The following staff members make up the committee:

1. Curriculum coordinator

2. Two counselors
3. One reading clinician
4. One Audio-visual coordinator

The following personnel serve as resource people to the committee:

1. Two developmental reading teachers
2. School social worker
3. Vocational and placement coordinator
4. Volunteer coordinator

All teachers who work with the Able classes are unofficial members of this committee since they meet together and evaluate.

B. Instructional Specialist - One of the responsibilities of this person is curriculum and instructional matters that relate to the Able Project. The duties of the instructional specialist include working withe the teachers on a team basis in planning educational experiences: screens and selects instructional materials; assists in planning and arranging trips, cultural enrichment programs, and exchange programs; supervises and evaluates types of programmed instruction. He assists in planning after school activities and in-service training.

C. Guidance Counselors - There are two counselors at Madison School. One is assigned to the boys and one is assigned to the girls. They are responsible for developing a profile of guidance needs for the Able classes. They provide intensive counseling on both an individual and a group basis. The Counselors work with the teachers concerned with the Able groups and assist in giving leadership and creative ideas to the teachers of the Able groups.

D. Reading Clinician - This teacher is a specialist who has the primary responsibility assisting in planning the Able reading program and working in the clinic with those who need individual or limited group work. She is a resource person to both the developmental reading teachers.

E. Audio-visual Coordinator - He serves the four school involved in the MAP project. Three of these schools also have Able programs. His duties include setting up audio-visual programs for Able students; taking pictures of the Able students in positive school situations as a reinforcement and award mechanism; assists in integrating audio-visual approach to the complete school program.

F. Developmental Reading Teachers - Service as consultants to the teachers of the Social and English teams who teach reading. This entails working with Able students in reading classes in all three grades. The achievement of the school population is such that both reading teachers do much constructive work even though their title is Developmental Reading Teachers.

G. School Social Worker - Functions as a school social worker except that he spends more time working with children and their problems concerning attendance, home environment, school, and other areas of conflict that cause children to get into difficulty. Good portion of his time is spent in a counseling situation. At times he deals with anumber of Able students.

H. Vocational and Placement Coorinator - Assists in supplying distributive guidance materials and resource people to the teachers and counselors. He is Coordinator of World of Work program at Junior High school level and the Step program at High School level.

I. Volunteer Coordinator - Assists the Able teachers in screening tutors for individuals and small groups as well as aides to assist with classroom work

IV. Some concepts of the program

1. The classes should be interesting and built around concepts learning experiences. Verbalization or lecturing on the part of the teacher is to be de-emphasized. Students should be involved in contrived experiences which help them to develop concepts. The development of the skills and concepts are more important than much of the factual material that is so soon forgotten. The concepts must be related to life, itself.

2. Team planning - is an important vehicle to develop change. Teachers make decisions for the teaching of these children when they find the traditional approach inadequate for the disadvantaged youngster. There is a planned approach to,using activities to develop concepts. Goals, strategies, content, concepts, and evaluation are planned in these sessions.

3. Non-Graded System (explained on following pages)

4. Group Guidance - Each Able group meets once a week with the counselors for a class of group guidance.

5. Intensive individual counseling

6. Counseling and conferences with the parents of the Able students.

7. Field trips, cultural programs, and after school activities

8. Development of self concept in student

V. Implementation of the program

1. Reading

(a) Reading is taught in all three grades. Every student in the school has 5 periods of reading a week either in a developmental class or the Reading Clinic.

(b) Pupils are tested and grouped according to reading levels. A diagnostic test is given to discover specific reading weaknesses.

(c) There is extensive use of the library for development of the library skills as well as free reading time

(d) Reading Labs of both the SRA and Webster style are used extensively.

(e) The two developmental reading teachers report the following:

> Able students prepared a special bulletin board on Latin root words. They were given a special reading list. This list is the suggested reading list issued by the State Department of Education. The Able students were to prepare book reports on 6 books read between February 1st. and June 1st.
>
> Mrs. Anderson

> Reading people have attended the cultural enrichment programs offered to the students on Thursday afternoons. Volunteer tutors have been used with students who were above class average.
>
> Mrs. Weller

2. Reading Clinic

(a) There are 10 students from Able groups in the clinic. They are working in the following areas:
1. Being brought up to their reading level
2. Working in Vocabulary development
3. Working in concept development through direct experiences, trips, wide-reading, and discussions
4. Being taught how to read in content areas
5. Being taught how to study

(b) Able students have been involved in trips to General Motors, Memorial Hospital, Herald Journal Newspapers, and have viewed a number of films in relation to units of work.

3. Speech

(a) A speech teacher meets with students in the 7th. grade Able group once a week. What is being taught in the regular speech class is re-inforced in the English classes.

(b) Various methods are being used to teach the speaking and listening skills:
1. Proper use of a telephone
2. Choral reading
3. Listening to music and writing
4. Observing performances by speakers who have come to the school.
5. Evaluation of fellow student's speech.
6. Discussions on how to improve patterns of speech.
7. Use of the language lab-tape recorders for pronunciation.

4. Writing Skills - other English skills

(a) Students are grouped by ability into 3 groups - basic, average, above average. The students in the 7th and 8th grades are being integrated into a ungraded program wherein they move through "steps" of learning the skills, concepts, content, (this is explained at the end of the implementation section of this report)

(b) There is assignment of written reports of experiences that reinforce the skills of communication.

(c) Films, tape recorders, and phonographs are used in the teaching and identification of writing and communication skills as well as the errors in these skills.

(d) Profile sheets are kept on each child on which are recorded the pre- and post-test for each unit of work.

5. Social Studies

(a) The social studies curriculum has been put on a 12 step basis. Students in the first year are re-grouped every six weeks according to their mastery of the previous "step". Where possible, the students who fail to master the skills in any six week period are given a class each day for a second six weeks involving the skills of the previous "step".

(b) [illegible]

(c) Students are entered in contests when the opportunity presents itself.

(d) Basic Social Studies books are used in each of the three grades.

(e) The library is used for reference and research assignments.

(f) Field trips and cultural experiences are used. These are listed on a separate page of this report.

(g) Team planning is used in Social Studies wherein the Social Studies teachers meet daily to plan and develop the goals, strategies, content, and activities to be used in the daily lessons.

(h) The 9th grade Able students are involved in a letter writing exchange. The letter exchange started with the cooperation of a Peace Corps Volunteer in Tanganyika. It is thought that the exchange would help both parties concerned gain a better understanding of their respective countries.

(i) The 8th. grade Able groups is working on map reading skills through the use of Coronet Programmed kits.

6. Mathematics

(a) Pupils are re-grouped according to post-tests. This done every six weeks when a certain "step of the ladder is completed. Those who do not master the "step" are given an extra class each day in the work of the previous step - when possible.

(b) Many units of work are built around everyday consumer math. For example a unit on "Good Money" was recently completed with the 8th. grade Able group. This unit is explained in the appendix.

(c) Honor rows, extra homework, use of opaque and filmstrips are a part of the math program.

(d) Team planning is used in math for planning of goals, activities, and strategies concerning the daily lessons.

7. Science

(a) Team planning is used for strategies, goals, and implementation of activities for the daily science lessons.

(b) A program of demonstrations and speakers has been set up for the 8th and 9th grade Able students. The purpose of this program is to show the students that people actually use scientific principles in making a living. Mr. Charles Giordano, an Art instructor at Syracuse University, has given a demonstration on how an artist uses light and color. The next speaker will be Mr. David Anderson, a photographer, who will demonstrate how a photographer uses light and color.

(c) A science enrichment class involving only 12 Able students has been set up. (a report on this appears in the appendix)

(d) A field trip to the Carland Planetarium involving all the 8th. grade Able students was taken in December as part of the unit on "Stars and Space".

8. Spanish - There are no Able students taking Spanish

9. General Business - Only 3 Able students in this class

10. Art - Many of the children in the Able groups have shown a great interest in art. Mr. Varrero has started an after school painting and drawing club for these interested children. 45% of this group is composed of Able students. The group meet twice a week and they are involved with projects beyond the normal level of a junior high school Art Class. Ex. oil painting, sculpture, nature drawing, aesthetics, study of the famous artists.

(b) Field trips will be taken to the Munson Williams Proctor Museum in Utica and the Everson Museum of Art in Syracuse. These are trips that will will stimulate the children's interest in art beyond the normal classroom situation.

(c) At the end of the year these children (Able included) will set up an open air /rt exhibit to show and sell their work. The proceeds will be used for buying new and better art supplies that the students may use at home and continue their Art study outside of school.

11. Music

(a) All the 7th. and 8th. grade Able students have Music classes twice a week.

(b) All the 7th. and 8th. grade Able students attended the All City Band Concert.

(c) All the 7th. and 8th. grade Able students will attend an opera - LaBoheme on March 8th in Syracuse. They will be orientated as to what to look for in the opera as well as doing follow-up assignments concerning operas.

12. Industrial Arts

(a) All 7th and 8th grade Able boys have a 20 week course in industrial arts.

(b) Two trips are planned for the spring for the 8th. grade Able group -
(a) A trip to a printing establishment
(b) A trip to the Onondaga Pottery

(c) In the course of the three years in our Junior High the boys receive instruction in graphic arts, ceramics, and woodworking. They make various products in these classes such as tables and vases.

13. Library

(a) Use of the library by the Able groups:
(see list on next page)

ABLE REPORT

Library

Use of Library (As reported by Librarian, Mrs. Purcell)

Student 7th	Outstanding	Good	Fair	Poor	Not at All
Bradford, Sterling			X		
Cheeves, Robert			X		
Curry, Veronise		X			
Davis, Mercy		X			
Harrell, Lynn			X		
Hill, Shirley			X		
Johnson, Lindell			X		
Kidd, Roselyn			X		
Kithcart, Berma			X		
Montclair, Paul			X		
Neal, Larry		X			
Ravenell, Saul			X		
Senior, Sharon		X			
Shaw, Allen			X		
Shaw, Josephine	X				
Stokes, Glen	X				
Vincent, Richard			X		
Werts, Charles			X		
Yancy, Tobbie		X			

8th	Outstanding	Good	Fair	Poor	Not At All
Agnew, Mary		X			
Anderson, William			X		
Branch, Jacqueline		X			
Davis, Dorothy		X			
Debity, Terrence		X			
Glen, Jimmy		X			
Gregory, Ronnie		X			
Harvey, Charles		X			
Huntley, Thomas			X		
Johnson, Janice		X			
Kirby, Russella				X	
Marx, Irene				X	
Nellons, Carrie				X	
Oates, Linda	X				
Pedraza, Ann	X				
Rhodes, Ruth	X				
Sherman, James				X	
Walker, Vernon				X	
Williams, Rufus				X	

ABLE REPORT - Library

9th	Outstanding	Good	Fair	Poor	Not at All
Arrington, Annie		X			
Baggett, Marjorie			X		
Barnett, Lorine	X	X			
Bullock, Alexander		X			
Donovan, Kevin					X
Eckols, Shirley			X		
Johnson, Ethel		X			
King, Geraldine	X				
Mims, Patricia		X			
Musemeci, David			X		
Myers, Janice			X		
Neal, David	X				
Nellons, Ronald		X			
Prettyman, Larry	X				
Raminger, Dennis		X			
Robinson, Gloria		X			
Sampson, Randolph			X		
Stenson, Cheryl			X		
Washington, Addie		X			
Washington, George			X		

This report takes into consideration the number and kinds of books withdrawn and also considers library know - how. Use of reference materials with little or no help, ability to relate these materials to subject matter in texts, the taking of notes, the making of bibliographies. Also, this evaluation considers use of leisure reading material such as magazines and newspapers.

14. Guidance and Counseling -

(a) Madison school has two guidance counselors; male and female, each taking care of their respective sex in the school situation. However, the Able students are always encouraged to visit with either counselor when they feel they can associate and relate to best.

All Able students are worked with on an individual basis and in group guidance classes. Each student is seen on a scheduled basis at least once every three weeks and is always encouraged to visit the counselor's office on a non-scheduled basis. This is done quite frequently.

The Able students discuss many areas of interest and difficulty. These areas range from peer-group relationships to home and school environment. Areas of academic achievement, interpretation of test scores, assistance in improving self-worth and perceptions of themselves, vocational planning, and other areas of difficulty are all discussed.

(b) Parent conferences are also had with the parents of Able students. Areas of improvement in home and school, assistance in discussing their child's progress and study skills, and ways of improving their childrens perceptions are discussed. Personal contact and telephone calls are frequently had with parents.

(c) Group Guidance Classes -

Each week the Able students meet with a counselor for group discussions. Areas and topics of the classes to date are:

1. School Orientation
2. Functions of school staff members
3. Some aspects of personality development
4. Behavior and the learning process
5. Student reactions to school and teacher reactions to students.
6. Society and the community organization
7. Introduction of occupational fields
8. Follow up discussions of activities and trips
9. Invitations to guest speakers in specific areas of interest to the students.

The counselors attempt to be flexible in the areas of student interest and class content. They attempt to use the slightest indication of interest to lead and direct the groups into areas of need from the psychological and adjustment viewpoint. A sociogram was done in the eighth grade group followed by group projects in occupational fields.

Speakers invited were a school psychologist and a representative from the Council on Alcholism. Films and filmstrips are frequently used to enrich the discussions.

15. Activities for ego development - Development of self-concepts are an important part of the program. Assemblies, awards, clubs, field trips and cultural experiences are all used to achieve this part of the program.

Field Trips and Cultural Experiences to this date - February 15, 1965

Date	Trip	Able Group Involved
Oct.	1. Syracuse Public Library To learn the physical lay-out and how to ultilize that facility	7th.
10/23/64	2. Play at Regent Theatre (Pirates of Pinzance) Appreciation of legitmate stage play and motivation for speaking and drama activities	7th.
11/24/64	3. Fayetteville-Manlius Yorkers Program Motivation to start a Yorkers group at Madison. Experience of seeing other students projects in the Social Studies area.	7th. - 8th.
12/7/64	4. Thomas Jefferson Play Appreciation of People in American History; See Music used as vehicle to understand History	Whole School
	5. City Concert To Stregthen Understandings of Instruments; Motivate appreciation of Band Music	7-8-9
12/11/64	6. Termatedt of General Motors Factory Understand workings of a factory and various language - words used in factory	7 - 8
12/15/64	7. Exchange visit to St. Matthews School Interaction with other school children Understanding how Catholic School operate	7th
12/17/64	8. Exchange visit to Fayetteville-Manlius School Interaction with other children Understanding how Suburban School operate	8th.
12/18/64	9. Corland Planetarium To observe a planetarium in operation. This was a concrete experience in conjunction with the astronomy unit in science.	9th.-8th.
1/12/65	10. Edwards Department Store Toured store to find out how much things cost with the goal of making a working budget. This was in conjunction with a unit in Math.	8th
1/14/65	11. Temple Society of Concord School and Synagogue To gain understandings of culture and customs of Jewish people. This was in conjunction with a sub-culture unit in Social Studies.	8th.
1/15/65	12. Memorial Hospital To observe hospital at work; stregthen vocabulary	7-8

1/20/65	13.	Lecture on Archaeology Dr. Thompson from Syracuse University spoke and showd materials from "Dig" - create interest in Archaeology	8th.,9th.
1/28/65	14.	Lecture on Zoology Dr. Webb of Syracuse University spoke and showe stuffed small animals found in New York State.	8th,9th
2/4/65	15.	Slides - Lecture on "Project Apollo" Mr. Archibald from Telephone Co. gives program on this Space Project.	8th,9th
2/11/65	16.	Herald-Journal See how newspaper operates; Understand vocabulary used in this business	8th,9th

Participation Sheet - Clubs - Activities - Sports

Name of the Club	Total number students in club	Number of Able students in club	% of Able students of total in club	Teacher
Girls Basketball	15	8	53%	Miss Kossack
Girls Volleball	22	9	40%	Miss Kossack
Gymnastics	15	7	46%	Mr. Fisher
Boys B asketball	9	5	55%	Mr. Fisher
Archery	30	9	30%	Mr. Fisher
Airplane Club	4	3	75%	Mr. Pierce
Science Club	4	0	0%	Mr. Feeney
Cheerleaders	8	2	25%	Miss Kossack
Future Homemakers	14	5	36%	Dr. Stone
Homemaking Club	25	12	48%	Miss Williamson
Workers Club	16	3	18%	Mrs. Woods
Chorus	19	6	31%	Mr. Windheim
Art Club	18	8	44%	Mr. Vurraro
Books Sandwiched In	11	4	36%	Mrs. Jones - Mrs. Pure
Press Club	12	4	33⅓%	Mrs. Purcell
Audio-Visual Club	7	0	0%	Mr. Cabezarian
Student Council	21	5	23%	Mr. Staulstreet
Drama Activities	20	4	20%	Miss Dormin Mrs. Gilbert Mr. Windheim
School Store	3	1	33 %	Mr. Capone

16. Evaluation of Test Data

The evaluation of the Able group and Control group were based on the Iowa Tests of Basic Skills and the California Test of Personality. This skill test and intelligence test does not reflect the true picture of the child as many variable factors at Madison enter the testing situation. This, of course, does not mean that the tests are not valid; it only means that for the general population of the children at Madison the standardized tests are not giving the true indications of a childs achievement. However, a starting point had to be used. Also, in that the 1963 - 64 Able report contained many sophisticated tables and graphs basing the results on the two standardized tests, it was felt that continuance of the growth using these tests would be used; used in a more direct, simple, and explanatory manner.

Two groups comprised the study; Able group - a Control group made up of children which have similarities in grades, test scores and age. Comparison of the 1963 Fall and 1964 Fall scores of the Iowa and California Tests were used. The score from each skill area on the Iowa were compared and intelligent quotation scores from the California made up the second part. A significant notation is noted in last years findings which merits a basis for much of this research, "More time is required to noticiably alter the patterns of under-achievement." From this, it was shown from test data that over a large period of time, the results of Able students in the program did achieve much more than those Able students who have either just entered or have had one year in the program.

In general, the Able students did better in overall growth as compared to the control group. More significant growth occurred in the 9th grade Able than all other grades and Controls. The 9th grade Able had more than 8 months in reading skills and over 10 months in arithmetic skills while for the same amount of time the Control had 1 month of growth in reading and less than one month in arithmetic. The 9th grade Able students raised their Intelligence quotion over 10 points while the 9th grade Control had about 2 points gained. The 7th and 8th grade Able showed greater growth than did their Controls; however the amount of growth was not as great as the 9th grade Able. In the area of reading and arithmetic skills, the 7th grade Able students showed greater growth than the 7th grade Control but did not show as much growth as the 8th grade Able. Thus, the hypothesis that over alonger period of time the results tend to show greater achievement was continuously strengthend.

Another factor in comparisons were reading levels of Able. In 1963, 7th grade Able students were approximately one grade behind in reading. In 1964, the standardized test placed the Able students only one-half grade behind in reading. The same holds true for the 8th and 9th grade Able. For all grades, the area of arithmetic skills showed an average growth of about one year for Able whiles the Control was roughly one-half year. In the area of language arts skills, tje Able and Control groups in grades 7th and 8th remained about the same in growth from 1963 - 1964. However, assignificant increase, over 11 months, occurred for the 9th grade Able.

- -

SYNOPSIS OF UNIT ON "GOOD MONEY"

Teacher objectives: To communicate and lead the class into a realization of the cost involved in providing oneself with comfortable living for one year.

Student objectives: (1) Discover the prices of necessities and the price ranges involved (2) devise a guiding budget of yearly expenses (3) demonstrate by writing a paragraph "What Is Good Money", that they have gained an appreciation of the cost of living as it exists realistically compared with what they thought before going through the unit.

Philosophy and structure of the unit: The idea for the unit arose out of the lack of knowledge the students have with what really exists in the world outside the school. In writing their paragraph, they showed that they definitely lacked a realistic concept of the cost of living. From this, the idea of "Good Money" arose.

The idea of "What Is Good Money" was structured into the following question: How much would it cost me to support myself for one year? A budget was organized by the class under the following categories; necessities, comforts, and luxuries. The first exercise was to put all the items they would desire to own on the budget. The budget was then limited to those items necessary for living comfortably for one year. Prices were gotten from a newspaper and a field trip to Syracuse's largest department store. For the field trip, the class was divided into three groups of seven students per group. One group looked for prices on women's clothing, another for men's clothing, and the last for prices on household appliances. The store upon request assigned three Negro salesmen to the groups who were as helpful as they possibly could be in taking the students around the store. They allowed the kids to feel the materials and objects in order to see why price ranges existed. The trip was followed up by a film entitled "The Most For Your Money". Although it was a bit out-dated, the point it made was picked up by the class; when you go shopping, go to buy, not be sold. Back in the classroom, the kids summed their completed budgets and figure out the cost if living for one person on a weekly, monthly, and yearly basis. The unit was ended in two methods; circle graphs utilizing proportions and fractions were taught so they could picture what percentage of every dollar went toward the three budget categories, and the paragraph they had commenced the unit with was repeated. A comparison of the pre-paragraph and post-paragraph showed a greater awareness on the students part had resulted in their being able to accurately state their realistic living expenses for one year.

SCIENCE ENRICHMENT CLASS TOTAL CLASS 12 ABLE STUDENTS 12

Mr. Beard, one of our three science teachers, has an exciting class with these Able children.

The object of this enrichment period is to instill in these students a basic desire to learn about science. They, through project work, can see and experence basic concepts involved in this course.

The procedure for the project work is as follows:

1. Child or two children choose an idea on which to work.
2. They do research on the intended project.
3. They write up the project. Mr. Beard corrects and advises the students on this research data.
4. They select materials - clay, boxes, milk cartons, etc. needed for the project.
5. They build the various projects.

The ideas for the projects come from Nature and Science magazine, Science Newsletter magazine or other sources.

Help with the various materials is obtained from all departments in the school. Mr. B eard reports complete co-operation in this area.

Plans are underway to have an exhibit of the projects in the school auditorum as soon as the present projects are completed.

One project already completed dealt with "Our Crowded Sky". Mr. Beard gave the students the idea for this and from that original motivation followed eleven separate projects now being built.

The projects are as follows:

1. Shaping plants with light (Rosalyn Kidd)
2. Sun Dial (Larry Neal)
3. B ridge spans (Glenn Stokes)
4. Migration of Birds (Saul Ravenell)
5. Refrigeration (Robert Cheeves)

Projects (cont.)

6. Seed - how they travel (Shirley Hill)
7. Spider and web (Veronise Curry)
8. Sun Dial (Richard Vincent)
9. Human skulls - molds (Berma Kithcart, Lindell Johnson)
10. Patterns with string (Lynn Harrell)
11. Iguna Lizards (Sharon Senior)

These projects are being made from boxes, milk cartons, clay, string, and other common materials.

Ungraded Syatem At Madison

We refer to,our non-graded system a number of times in this report.

There are 12 steps in our ungraded "ladder" as we call it. These 12 steps are comparable to a regular 7th and 8th grade program in content and concepts. The skills involved range from a fourth to an eitht grade level.

We want the child to master the 12 steps of this ladder before he enters the 9th grade. We hope to cut the drop-out and frustration problems caused by a child having to repeat an entire grade - when - in reality he knows 5/6's of the years work. On the other hand, we want to make sure the student has the skills to do high school work before entering high school.

Each step of the "ladder" contains skills, content, and concepts to be ta taught at that step. A step is equal to a six-week period.

If a child fails to master the material at any given step, we provide, when possible, another six-week period on the same step but the teaching of this repeated period is done with different methods and activities than the regular period. We keep profile sheets on the students for recording pre- and post-test on each step.

On next page is a diagram showing this system.

Step is equal to 6 weeks
Pre-Test before each Step
Post-Test After each Step

Step	Social Studies	English	Math	Reading	
				Below Level	On Level or Advanced
12	United States A World Power	Literature Letter Writing	Set Theory	Comprehension	Critical Reading
11	Futher Development of the West: a Diversifoed Nation	Paragraph Devl. Sentence Recog.	Insurance	Comprehension	Work - Study Skills
10	A Divided Country	Tense and Agreement	Statistics	Comprehension	Comprehensi
9	Westward Expansion	Grammar	Graphing	Vocabulary	Vocabulary
	Relations with Great Britain: Formation of a New Nation	Punctuation Capitalization	Directed Numbers Multiple Step Equations	Dictionary Structural Analysis	Dictionary Structural Analysis
	Geography of U.S. Colonial Period	Usage Library	Simple Equations Alg. Symbols	Structural Analysis Phonics	Structural Analysis Phonics
	Culture in New York State	Literature Paragraphing	Measurment Geometrics	Comprehension	Work - Study Skills Critical Reading
	History of New York To Present	Paragraphing	Math in Home Interest	Comprehension	Comprehensio
	History of New York to 1815	Usage Grammar	Percent	Vocabulary	Vocabulary
	Local Communities	Sentence Recog. Punctuation	Decimal Fraction Ratio and Proportion	Dictionary Structural Analysis	Dictionary Structural Analysis
	How Pwople of New York Earn a Living	Punctuation Capitalization	Common Fractions	Structural Analysis Phonics	Structural Analysis Phonics
	Geography of	Capitalization	Whole Numbers	Phonics	Phonics